



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1155 E. Rose Lane, Phoenix, AZ 85014

Madison Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Performing Plus  
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Patricia Jones  
Schedule : 08:00 AM to 04:30 PM  
Grades : Pre-K-4  
Web Address : [www.msd38.org](http://www.msd38.org)  
Phone Number : (602) 664-7400  
Fax Number : (602) 664-7499  
E-mail : [pjones@msd38.org](mailto:pjones@msd38.org)

### Mission

Rose Lane School is dedicated to maintaining a consistent, nurturing learning environment that allows individual students to successfully develop positive attitudes to achieve their full potential academically, emotionally, physically and creatively.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will become independent readers and skilled writers who comprehend and write well in a variety of genres.
- ü Students will use multiple approaches to solve a variety of math problems and answer procedural questions.
- ü The Rose Lane community will have a safe, orderly place to work.
- ü Continue excellent communication between teachers and parents.

### Enrollment

October 1, 2005 School Year Student Enrollment : 836  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 284

### Instructional Programs

- ü Balanced Constructivist Math Program
- ü Strong Literacy Program
- ü Inquiry Based Science Program
- ü Reading Recovery -- First Grade
- ü Master and Mentor Teachers
- ü Program for English Language Learners
- ü Gifted Program for Enrichment
- ü Extended Day and Preschool Avail.

### Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 27 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

### Shared Responsibilities

#### School

Teachers are responsible for communicating student achievement and progress to parents on a regular basis. Teachers report to parents formally four times a year. Conferences between parents and teachers are held twice a year, in the fall and spring. Teachers communicate frequently via class letters, emails, phone calls and notes home. All classrooms are equipped with telephones with voice messaging capabilities for ease in communication between school and home.

#### Parents

Parents are expected to take an active role in their child's education. This means overseeing homework, checking responsibility charts, encouraging reading, attending conferences, maintaining punctuality, and communicating with the teacher regularly.

### Transportation Policy

Students are expected to walk one-half mile. Bus transportation is provided to those students who qualify. Walking distances to school and bus stops will be governed by major crosswalks, safety factors & the population density of a given area.

### School Honors

#### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Title 1 Distinguished School	2003
ü Arizona Teacher of the Year Ambassador	2003
ü Phoenix Arts Grant Awards-1995-2004	2004
ü Madison District Teacher of the Year	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	181	605	80010	99	99	99	454	460	447	7	7	10	22	17	18	48	48	53	23	28	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	291	38935	100	100	99	450	459	447	7	5	9	24	20	19	49	50	55	19	25	17
Male	82	313	40974	98	99	98	460	460	448	7	9	11	18	13	18	46	47	52	28	31	19
African American	10	35	4201	100	100	99	NA	435	430	NA	17	17	NA	17	23	NA	57	51	NA	9	9
Hispanic	51	225	34545	98	98	99	425	438	432	18	13	14	31	24	24	41	49	53	10	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	11	35	3979	92	95	96	426	449	424	NA	6	17	45	31	30	55	46	47	NA	17	6
White	108	302	35142	100	100	99	472	480	465	3	2	5	12	9	11	52	48	56	33	41	28
Students with Disabilities	20	55	10161	100	100	93	443	431	419	5	16	28	55	36	28	10	27	36	30	20	8
Students without Disabilities	161	550	69849	99	99	100	455	462	451	7	6	7	17	15	17	53	51	56	22	29	19
Limited English Proficient Students	29	98	14013	91	98	97	417	432	413	21	13	24	34	28	34	38	49	39	7	10	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	NC	39029	--	NC	98	--	NC	432	--	NC	14	--	NC	25	--	NC	52	--	NC	9
Non-Economically Disadvantaged	181	602	40981	99	99	100	454	460	462	7	7	6	22	16	13	48	49	54	23	28	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	595	79438	98	98	98	463	464	451	7	8	9	20	18	24	60	57	56	13	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	99	289	38775	100	99	99	463	469	457	6	4	7	21	22	22	60	57	58	13	18	13
Male	80	305	40560	95	96	97	462	460	446	8	12	12	19	15	25	60	58	54	14	15	9
African American	NC	32	4178	NC	91	98	NC	452	439	NC	3	13	NC	34	29	NC	59	52	NC	3	6
Hispanic	50	222	34297	96	97	98	439	437	434	20	18	14	22	26	31	52	49	50	6	7	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	11	34	3940	92	92	95	447	453	429	NA	12	14	36	24	36	64	56	47	NA	9	3
White	108	300	34887	100	100	98	477	486	471	2	1	4	16	11	15	63	63	63	19	25	18
Students with Disabilities	18	45	9588	90	83	88	435	435	416	11	18	30	44	36	32	33	31	34	11	16	5
Students without Disabilities	161	550	69850	99	99	100	466	466	456	6	7	7	17	17	23	63	59	59	14	16	12
Limited English Proficient Students	28	96	13856	88	96	96	429	429	407	21	18	27	32	30	43	46	49	29	NA	3	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	NC	38685	--	NC	97	--	NC	435	--	NC	14	--	NC	32	--	NC	50	--	NC	5
Non-Economically Disadvantaged	179	593	40753	98	98	99	463	464	467	7	8	5	20	18	16	60	58	62	13	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	182	605	79971	100	99	99	429	432	423	5	6	8	42	39	41	49	50	49	3	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	100	292	38974	100	100	99	443	448	437	3	2	5	35	34	33	57	57	57	5	7	4
Male	82	312	40895	98	98	98	412	417	410	7	10	10	51	42	47	40	44	41	1	4	2
African American	10	35	4203	100	100	99	NA	403	411	NA	9	11	NA	60	45	NA	29	43	NA	3	2
Hispanic	52	226	34481	100	99	99	414	413	410	10	11	10	46	43	46	42	43	43	2	3	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	11	35	3995	92	95	96	423	430	409	NA	NA	10	64	54	47	36	43	42	NA	3	1
White	108	302	35150	100	100	99	439	449	437	4	3	5	34	31	35	57	58	56	5	7	5
Students with Disabilities	20	54	10258	100	100	94	383	379	377	15	17	23	55	57	51	30	22	25	NA	4	1
Students without Disabilities	162	551	69713	100	99	100	434	436	429	4	5	5	41	37	39	52	53	52	4	5	3
Limited English Proficient Students	30	98	13985	94	98	97	423	411	382	3	8	18	43	46	54	53	45	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	NC	38994	--	NC	98	--	NC	409	--	NC	10	--	NC	47	--	NC	41	--	NC	1
Non-Economically Disadvantaged	182	602	40977	100	99	100	429	433	437	5	6	5	42	39	34	49	50	56	3	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	569	80147	99	99	99	495	497	482	3	7	11	12	12	17	61	49	49	23	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	277	39281	99	99	99	498	497	483	3	5	9	11	12	17	60	52	50	26	31	24
Male	81	291	40780	99	99	98	493	498	482	4	8	12	12	11	17	63	46	48	21	35	24
African American	10	35	4249	100	100	99	NA	478	464	NA	9	17	NA	17	22	NA	54	48	NA	20	13
Hispanic	38	168	33494	100	99	99	483	478	466	5	13	15	18	17	23	61	51	49	16	19	14
Asian/Pacific Islander	NC	10	2103	NC	100	99	NC	NA	515	NC	NA	4	NC	NA	8	NC	NA	44	NC	NA	45
American Indian/Alaskan Native	17	36	4117	100	100	96	477	479	456	6	6	19	12	14	27	65	61	46	18	19	8
White	93	319	36122	98	98	99	503	511	501	2	3	5	10	8	10	61	45	50	27	43	35
Students with Disabilities	19	67	10295	100	93	92	455	440	443	11	27	33	26	30	26	63	43	33	NA	NA	8
Students without Disabilities	143	502	69852	99	100	100	499	504	488	2	4	7	10	9	16	61	49	51	27	38	26
Limited English Proficient Students	12	67	12722	100	97	97	485	466	441	NA	19	27	33	22	33	42	42	37	25	16	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	NC	38371	--	NC	97	--	NC	465	--	NC	15	--	NC	23	--	NC	49	--	NC	13
Non-Economically Disadvantaged	162	563	41776	99	99	100	495	498	498	3	7	6	12	12	11	61	48	49	23	33	33

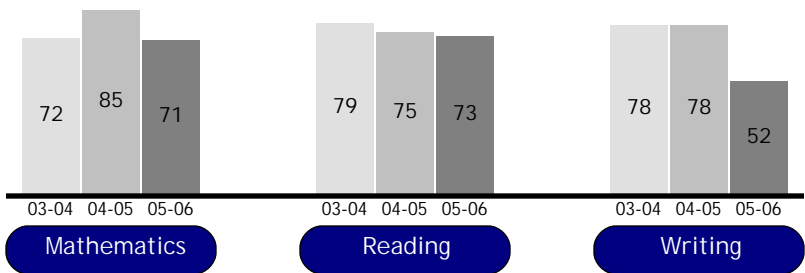
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	559	79686	99	97	98	476	482	470	6	7	11	23	20	24	60	60	57	11	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	272	39163	99	97	99	484	486	475	3	5	9	24	20	22	59	60	60	15	15	10
Male	81	286	40438	99	97	97	468	479	465	9	9	13	21	19	25	63	59	54	7	12	7
African American	10	34	4228	100	100	98	NA	466	458	NA	12	15	NA	26	28	NA	53	53	NA	9	4
Hispanic	38	163	33299	100	96	98	465	457	452	8	16	17	26	28	32	61	53	47	5	3	3
Asian/Pacific Islander	NC	10	2097	NC	100	99	NC	NA	490	NC	NA	5	NC	NA	13	NC	NA	68	NC	NA	14
American Indian/Alaskan Native	17	36	4087	100	100	96	459	459	446	6	8	16	24	28	38	71	61	44	NA	3	2
White	93	315	35914	98	97	98	485	500	489	3	2	5	20	14	15	61	64	67	15	20	14
Students with Disabilities	19	57	9808	100	79	87	412	430	432	16	19	35	58	51	32	26	30	30	NA	NA	3
Students without Disabilities	143	502	69878	99	100	100	482	487	475	4	6	8	18	16	23	65	63	61	13	15	9
Limited English Proficient Students	12	62	12594	100	90	96	449	440	422	8	26	34	33	32	45	58	42	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	NC	38095	--	NC	97	--	NC	452	--	NC	17	--	NC	32	--	NC	48	--	NC	3
Non-Economically Disadvantaged	162	553	41591	99	97	99	476	482	486	6	7	6	23	20	16	60	60	65	11	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	571	80372	99	99	99	487	485	475	1	3	4	25	27	30	69	66	64	5	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	279	39452	99	100	99	502	499	488	1	1	3	14	20	22	78	73	72	8	6	3
Male	81	291	40836	99	99	98	472	472	464	1	4	6	37	34	37	59	58	56	2	4	1
African American	10	35	4264	100	100	99	NA	472	465	NA	NA	5	NA	40	35	NA	57	59	NA	3	1
Hispanic	38	170	33608	100	100	99	472	463	462	5	6	6	26	38	36	63	55	57	5	1	1
Asian/Pacific Islander	NC	10	2098	NC	100	99	NC	NA	500	NC	NA	2	NC	NA	16	NC	NA	75	NC	NA	7
American Indian/Alaskan Native	17	36	4128	100	100	97	477	478	464	NA	NA	4	29	28	39	71	72	56	NA	NA	1
White	93	319	36213	98	98	99	496	499	489	NA	1	2	24	21	22	70	71	72	6	7	3
Students with Disabilities	19	68	10526	100	94	94	440	415	427	NA	12	15	63	66	53	26	19	31	11	3	1
Students without Disabilities	143	503	69846	99	100	100	492	494	482	1	1	3	20	22	26	74	72	69	4	5	2
Limited English Proficient Students	12	68	12747	100	99	97	459	446	432	NA	9	12	42	49	52	50	41	36	8	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	NC	38521	--	NC	98	--	NC	461	--	NC	6	--	NC	38	--	NC	55	--	NC	1
Non-Economically Disadvantaged	162	565	41851	99	99	100	487	486	489	1	3	3	25	27	22	69	66	72	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	59	NA	58	96	45	50	47	96	56	52	46
	Language	97	54	56	50	96	43	49	47	96	52	52	48
	Mathematics	98	61	67	64	98	50	55	50	96	50	56	52
3	Reading	100	61	NA	55	96	52	52	44	97	58	56	46
	Language	99	67	71	61	96	49	49	44	98	50	54	46
	Mathematics	100	63	71	61	95	65	58	51	98	61	65	52
4	Reading	100	68	NA	56	99	49	54	48	98	59	61	52
	Language	100	62	62	52	99	53	55	49	98	59	61	52
	Mathematics	100	81	76	61	99	55	61	53	98	67	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 7 Teacher(s)  
 4 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

Council Duties

ü Instructional Strategies  
 ü Curriculum Development and Support  
 ü Parent/Educator Relations  
 ü Student Discipline  
 ü Special Arts Programs  
 ü Continual School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	40.52
Other Professional Staff	2.80	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	0	1	0
4 to 6 years	5	1	0	0
7 to 9 years	1	4	0	0
10 or more years	2	13	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	110
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

ü PC Computer Lab	ü Computers in Classrooms
ü Media Center/Library	ü P.E. Room

Extracurricular Activities

ü Math and Reading Tutors	ü Friendly Readers
ü Friendly Helpers	ü Chess Club
ü Year Book Team	ü Recycling
ü Morning Broadcast Team	ü Mad Science

Social Services

ü Counseling Services	ü Mobil Dental Clinic
ü Breakfast Program	ü Parent Welcome Center
ü Afterschool Program with Transportation	ü Registered Nurse
ü Parenting Classes	



Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Rose Lane students succeed in reading as measured by the Stanford 9. Second graders scored at the 57th percentile, third graders scored at the 61st percentile and fourth graders scored at the 68th percentile!
- ü Rose Lane students succeed in math as measured by the Stanford 9. Second graders scored at the 61st percentile, third graders scored at the 63rd percentile and fourth graders scored at the 80th percentile!
- ü Rose Lane students succeed in language as measured by the Stanford 9. Second graders scored at the 54th percentile, third graders scored at the 66th percentile and fourth graders scored at the 61st percentile!
- ü Rose Lane third grade students mastered the State Standards. Seventy-nine percent of the third grade students met or exceeded the state standards in writing on the spring AIMS test.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our goals and belief statements reflect a staunch commitment to campus safety. Our crisis plan is updated and reviewed annually. All entrances, except the office front door, are locked during school hours. All district personnel visibly wear ID badges. Visitors to campus must sign-in and wear a temporary badge while on campus. Staff are trained to question anyone on campus who does not have the proper identification. Safety drills, such as fire drills, are held regularly.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Patricia Jones	(602) 664-7400
Transportation Policy	Betty Newman	(602) 664-7701
Community Resources	Judy O'Brien	(602) 664-7403
School Nutrition Programs	Kathy Schlagel	(602) 664-7400
Parent Organization	L. Mauck and Joe Hanss	(602) 664-7400
Student Health/Nurse	Marnie Richardson	(602) 664-7420

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.